

05-071

**STATE OF MAINE
STATE BOARD OF EDUCATION**

CHAPTER 61

**RULES FOR MAJOR CAPITAL
SCHOOL CONSTRUCTION PROJECTS**



**Maine Department of Education
Augusta, ME 04333-0023**

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05 DEPARTMENT OF EDUCATION**071 SCHOOL FACILITIES SERVICES TEAM****Chapter 61: STATE BOARD OF EDUCATION RULES FOR MAJOR CAPITAL SCHOOL CONSTRUCTION PROJECTS**

Summary: This Chapter defines the conditions under which the State will subsidize Major Capital School Construction projects.

SECTION 1. DEFINITIONS

For the purposes of this Chapter, the following terms have the following meanings:

1. “Approved Projects List” – Projects from the Final Priority List that have been designated by the State Board of Education for funding.
2. “Arbitrage” – In the municipal market, the difference in interest earned on funds borrowed at a lower tax-exempt rate and interest on funds that are invested at a higher-yielding taxable rate. Under the 1986 Tax Act, with very few exceptions, arbitrage earnings must be rebated back to the federal government.
3. "Bond" - The written evidence of debt, bearing a stated rate or stated rates of interest, or stating a formula for determining that rate, that matures on a date certain on which date and upon presentation a fixed sum of money plus interest is payable to the holder or owner.
4. “Bond Anticipation Note (BAN)” –A note issued in anticipation of a later issuance of bonds, usually payable from the proceeds of the sale of the bonds or of renewal notes. BANs can also be general obligations of the issuer. A general obligation bond is a bond secured by the pledge of the issuer’s full faith, credit, and taxing power.
5. “Bond Bank” – The Municipal Bond Bank created by 30-A M.R.S.A. §5953(E). The Bond Bank may make loans to a school administrative unit to promote efficient capital financing activities for the construction, renovation and maintenance of school facilities.
6. “Capital Renewal” – The substantial renewal or replacement of fixed assets (e.g., replacing a roof covering, replacing a boiler, new windows).
7. “Career and technical education” - A course or program of education designed to create or improve job-related skills that is part of a secondary school curriculum and approved by the commissioner according to 20-A MRSA §8301-A(2-A). A school administrative unit shall make career and technical education available to persons residing in the school administrative unit who are eligible to receive free public secondary education.

8. “Career and technical education center “ - An administrative entity established pursuant to this chapter that provides career and technical education to secondary students. Unless otherwise specifically provided for by 20-A MRSA §8301-A(3). For purposes of this chapter, a center is governed, operated and administered by a single school administrative unit. A center shall make its programs available to serve secondary students from school administrative units with which it is affiliated. A center may include within its administrative structure career and technical education satellite programs operated by school administrative units with which it is affiliated.
9. ”Career and Technical region” - A quasi-municipal corporation established by the Legislature to provide career and technical education to secondary students that is comprised of all the school administrative units within the geographical boundaries set forth for each career and technical education region in 20-A MRSA §8451. A region is governed by a cooperative board formed and operating in accordance with 20-A MRSA Chapter 313.
10. “Commissioning” –A systematic documented process including visual examination and functional performance testing to demonstrate that installed components or systems meet the intent of the original design.
11. “Completed Building Project” – The project is considered completed when all invoices have been paid, all existing litigation/arbitration issues have been resolved, all applicable arbitrage computations have been prepared by bond counsel, the school administrative unit auditor, or other authorized person, and no further financial transactions are anticipated. Where required, certificates of occupancy shall have been obtained.
12. “Concept Approval” – The initial approval of a school construction project by the state board which indicates:
 - A. Acknowledgement of the local need;
 - B. Approval of the preliminary design;
 - C. Approval of estimated costs; and
 - D. The state board’s intent to issue final approval subject to a favorable local vote and approval of final cost estimates.
13. “Contingency Funds” – Project funds that have been set aside or reserved to cover bidding overruns, project errors and omissions, and miscellaneous project expenditures not part of the initial project budget.
14. “Core Capacity Technology Infrastructure” – Essential built-in elements that are necessary to implement all technology applicable to the project. This budget line item may include, but not be limited to, cables, hubs, conduits, access points, wide area networking and general infrastructure to support education, security, and other technology and communications systems.
15. “Debt Service Costs” – Defined in 20-A M.R.S.A. §15672(2)(A) as principal and interest on approved school construction costs as described in subsection 8, paragraph A, excluding payments made with funds from State and local government accounts established under the Federal Internal Revenue Code and regulations for disposition of excess, unneeded proceeds of bonds issued for a school project.
16. “Debt Service Principal” –The face amount of a bond exclusive of accrued interest and payable at maturity.

17. “Department” - The State of Maine Department of Education.
18. “Design and Funding Approval” - An approval by the State Board indicating that a Major Capital School Construction project’s drawings and specifications have been developed to approximately 95% completion, the project has gained the recommendations of the Department and the school administrative unit is authorized to seek bids for the work.
19. “Educational Specifications” – The means by which a school administrative unit describes its educational goals and activities, and the interrelationships between those educational goals and activities and their associated facilities, that need to be provided in a proposed new or renovated school facility.
20. “Emergency Project” - Any school construction project requiring the replacement of all or a significant portion of a school facility, resulting from an unanticipated and sudden natural or human disaster, and which is declared uninhabitable by an authorized local, state or federal government agency or individual (e.g., the State Fire Marshal’s Office).
21. “Final Funding Approval” – Approval granted to a Major Capital School Construction project that has gone through the bid process and the Commissioner has adjusted the state/local budget based upon the low bid and the Team’s recommendation.
22. “Final Priority List” – After the Priority List goes through the Administrative Review (appeals process) and is approved by the State Board of Education, it becomes the Final Priority List.
23. “Industry Training Center” – A facility which has the potential to be available 24/7 to provide workforce training to meet industry standards and exposure to a variety of career pathways.
24. “Integrated , consolidated 9-16 Educational Facility” – A facility that includes: a regional high school fully integrated with a career and technical high school (center/region); a higher education center offering courses and degrees from the University of Maine System and the Community College System; and a center providing industry-specific training.
25. “Initiation Date” – The date established by the Department on which the school administrative unit may start the construction phase on a new or renovation construction project.
26. “Initial Priority List” – A needs-based priority list developed by the Team and recommended to the Commissioner.
27. “Life Cycle Costs Analysis” – An analysis of alternatives with the objective of selecting the most cost-effective building systems for the project.
28. “Long-Term Tuition Contract” – Ten years or maximum permitted by law.
29. “Maintenance” – Those activities having to do with scheduled and unscheduled repairs, upkeep, minor alterations and enhancements of buildings. Maintenance is also defined as preventive maintenance work necessary to achieve the design life expectancy of building systems and components.
30. “Major Capital School Construction Project” – New construction and major renovation projects that meet the educational program needs of the school.

31. “Moveable Equipment” – Equipment, including technology, for a school construction project that supports the educational program. Moveable equipment has an expected life of at least five years and is not attached to the building.
32. “Non-Conforming School” – A school in a school administrative unit that has neither joined a Regional School Unit nor has an approved alternative plan as specified under the provisions of 20-A M.R.S.A. Chapter 103-A.
33. “Notes” – Short-term promises to pay specified amounts of money. Notes may be secured by specific sources of future revenues, such as taxes, federal and state aid payments, and bond proceeds.
34. “One Campus” – The campus contains the elements of an integrated, consolidated 9-16 educational facility promoting the development of a design where all facilities are located on one site and provide a streamlined and integrated learning experience for students of all ages.
35. “Project Budget” – The listing of line item costs allocated to complete a school construction project that is finalized at the time of Final Funding Approval by the Commissioner.
36. “Proposed Priority List” – A needs-based list recommended by the Commissioner and received by the State Board of Education and continuing through the Administrative Review (appeals) process.
37. “Project Funds” - BAN proceeds, bond proceeds, note proceeds, loan proceeds for initial start-up costs, interest earnings on project proceeds, and all other proceeds or earnings.
38. “Rating Cycle” – A period of time, established by the State Board, during which the School Facilities Services Team accepts applications from school administrative units for Major Capital School Construction projects, visits each facility, rates each facility, and develops a priority list to be recommended to the Commissioner.
39. “Regional High School” – Two or more high schools that have combined (at the time of or since the Sinclair Act) or that are combining in the new innovative, consolidated 9-16 educational facility, (or a high school organized to serve two or more communities).
40. Regional Service Center – A city or town included on the most recent listing of regional service centers as promulgated by the State Planning Office.
41. “School Administrative Unit” – Defined in 20-A M.R.S.A., Chapter 609, §15901, sub-§6.
42. “State Board” – The State Board of Education.
43. “Substantially Renovated” – Any renovation for which the cost exceeds 50% of the building’s current value prior to renovation.
44. “Team” – The School Facilities Services Team within the Department of Education having the responsibility for administration of all programs relating to school facilities, including but not limited to Major Capital School Construction, Leased Space, Revolving Renovation Fund, and Federal School Construction/Renovation Grants.

SECTION 2. MAJOR CAPITAL SCHOOL CONSTRUCTION PROJECT FLOW CHART, APPLICATION FORM AND SUBMISSION DEADLINES

1. Categories of School Construction Projects

- A. Major Capital School Construction Projects – Major Capital School Construction projects are new construction and major renovation projects that meet the educational program needs of the school. Costs necessary to bring a building into conformance with current state recognized building and safety codes shall be included in the project budget.
- B. Emergency projects will be dealt with on a case-by-case basis as deemed appropriate by the State Board of Education.

2. Major Capital School Construction Project Flow Chart

Each school administrative unit developing a school construction project shall follow the steps in the order in which they are outlined on the Major Capital School Construction Project Flow Chart.

3. Application Form

Each school administrative unit seeking state funding for a proposed school construction project shall submit a completed application form to the Department. Application forms are available from the Department.

The application must include a study of the availability and accessibility of space in other facilities, both those within the administrative unit and those in adjacent and nearby administrative units. The study must address enrollment, including trends and projections, the compatibility of grade levels, student transportation, and the potential impact of these factors on the education program and on other issues related to the use of facilities.

4. Submission Deadlines

If a Major Capital School Construction project is to be considered for a given rating cycle, a completed application must be received by the Department by the date established by the Department.

5. Waivers

One or more of the requirements of any provision of this Chapter may be waived under any of the following conditions:

- A. The school administrative unit has filed a request for a waiver with the Department at least 30 days prior to the meeting of the State Board, at which the waiver is to be considered.
- B. The Commissioner submits a request to the State Board for a waiver.
- C. The State Board finds reasons for pursuing a waiver.
- D. Waivers of time deadlines shall be to a time specific.

The State Board will provide in writing its reasons for granting or denying a waiver request.

SECTION 3. RATING SYSTEM

1. The rating system set forth in paragraphs 5 and 6 of this section shall be used to rate each Major Capital School Construction project application.
2. The rating points assigned to a project application that relate directly to health, safety, and energy efficiency as outlined in Priority A of this section may not be reduced by health, safety, and energy efficiency improvements made to existing buildings. This hold harmless provision will only apply if the project received a rating on the most recent school facilities Proposed Priority List.
3. The Department's facility evaluators will score each project following completion of the application form by the school administrative unit and an on-site visit by the evaluators. Once all visits have been completed, a proposed priority list will be developed based upon the scores assigned to each school. The assigned scores will change only if required by a review committee's decision pursuant to Section 4 paragraph 3 of this Chapter.

The school administrative unit is responsible for notifying the facility evaluators of any changes in local conditions prior to the release of the Department's final recommended Priority List.

4. The rating system is based on a total of 200 points for State Board priorities as follows:

PRIORITY A: Buildings and Grounds – 85 points total

PRIORITY B: School Population –50 points total

PRIORITY C: Program and Planning - 65 points total

5. The Rating System: Criteria and Point Assignment

PRIORITY A: BUILDINGS AND GROUNDS (Total 85 Points)

Criteria - Unsafe Conditions (Total of 55 Points)

Group 1: Building (maximum 40 points)

1. Building classification
2. Structure
3. Combustible
4. Access and egress
5. Boiler room
6. Electrical
7. Storage
8. Stairwells
9. Environmental hazards
10. Security
11. Other

Group 2: Site (maximum 15 points)

- 12. Traffic/Circulation
- 13. Sewerage system
- 14. Environmental conditions
- 15. Water quality and quantity
- 16. Physical education and play areas
- 17. Other

Criteria – Obsolete, Inefficient and/or Unsuitable (Total 30 Points)*Group 1: Program Related Facility Deficiencies and Inefficiencies (maximum 21 points)*

- 18. Special areas - non-instructional
- 19. Special areas - instructional
- 20. Room size and arrangement
- 21. Effective program
- 22. Site size and location
- 23. Handicapped accessibility
- 24. Other

Group 2: Mechanical and Building Systems Deficiencies (maximum 9 points)

- 25. Heating
- 26. Ventilation
- 27. Plumbing
- 28. Electrical
- 29. Other

PRIORITY B: SCHOOL POPULATION (Total of 50 Points)**Criteria - Overcrowding (Total of 30 points)***Group 1: Instructional Areas (maximum 15 points)*

- 30. General classroom areas
- 31. Special areas
- 32. Other

Group 2: Program Scheduling (maximum 15 points)

- 33. Double sessions
- 34. Extended school day
- 35. Student release: overcrowding
- 36. Classes scheduled in unsuitable areas
- 37. Scheduling in temporary facilities due to overcrowding
- 38. Other

Criteria - Enrollment Estimates and Population Shifts (Total of 20 points)

Group 1: Enrollment Estimates (maximum 12 points)

- 39. Estimates based on enrollment projections
- 40. Other

Group 2: Population Shifts and Other (maximum 8 points)

- 41. Unusual changes
- 42. Other

PRIORITY C: PROGRAM AND PLANNING (Total of 65 Points)

- 43. Career Preparation/Guidance
 - 44. English/Language Arts
 - 45. Health and Physical Education
 - 46. Mathematics
 - 47. World Languages
 - 48. Science
 - 49. Technology/Distance Learning
 - 50. Social Studies
 - 51. Visual and Performing Arts
 - 52. Library/Media
 - 53. Special Ed/Gifted & Talented/Alternative Education
 - 54. Early Childhood
 - 55. Other
- 6. For both CTE Regions and Centers an individual rating will be done based upon CTE programs offered by the Region or Center. The individual ratings will also take account of programs the Region or Center seeks to offer but is unable to offer because of facility restraints.
 - 7. Non-conforming schools will be penalized 10 points on their rating score.
 - 8. The following steps shall be used by the Department to break ties that occur during the rating process for the purpose of placing the projects on the Priority List:
 - A. The project with more points in Priority A: Buildings and Grounds shall be placed first.
 - B. If a tie still exists, a project in a regional service center shall be placed first.
 - C. If a tie still exists, the project benefiting the larger number of students shall be placed first.

SECTION 4. PRIORITY LISTS, EVALUATION REPORT AND ADMINISTRATIVE REVIEW

1. Priority Lists

- A. The Team shall develop a needs-based Initial Priority List for the Commissioner of those applicants for a given rating cycle based on the Rating System outlined in Section 3 of this Chapter. The Commissioner shall recommend a Proposed Priority List to the State Board. The Board will receive a Proposed Priority List.

If there are extremely hazardous conditions, the evaluators shall report the matter to the Commissioner who may refer it to the State Fire Marshal or other appropriate authority.

- B. The Team will develop a priority list for the Commissioner of those applicants for a n integrated, consolidated 9-16 educational facility.

Funds used for the integrated, consolidated 9-16 educational facilities selected may not impact the funds that would normally be used for new school construction projects that are prioritized and selected under the current guidelines set forth in this chapter.

Implementation of this innovative model would occur only with a specific increase in debt service to create a pool of available funds for the model based on the criteria set forth in Section 15 of this rule.

2. Evaluation Report

After receipt of the Proposed Priority List by the Board, the Department will ensure the delivery of an individualized Evaluation Report to the office of the superintendent of schools of each evaluated facility. This report shall include the scores for each category and sub-category used by the Department to rate that facility.

3. Administrative Review

- A. If a school administrative unit wishes to appeal its point rating, a written request for administrative review shall be made to the Commissioner within 30 days of receipt of the school administrative unit's individualized Evaluation Report described in paragraph 2 of this section. Forms to request administrative review may be obtained from the Department. A Review Committee consisting of the Commissioner or the Commissioner's designee and two members of the Department staff, appointed by the Commissioner, other than members of the Team will review issues raised by the school administrative unit and presented by the school administrative unit at an informal hearing. The Review Committee may call upon others to provide relevant information.
- B. Notification of the Review Committee's findings of fact and decision shall be made in writing within sixty (60) days of receipt of the request for administrative review.
- C. The Review Committee's findings of fact and decision will constitute final agency action.

4. Final Priority List

- A. Following either the close of the period in which appeals are permitted, or the completion of the Administrative Review process, as appropriate, the Proposed Priority List as recommended by the Commissioner and approved by the State Board of Education becomes the Final Priority List.
- B. For the Integrated, Consolidated 9-16 Educational Facility projects following either the close of the period in which appeals are permitted, or the completion of the Administrative Review process, as appropriate, the Proposed Priority List as recommended by the Commissioner is submitted to the State Board. The State Board will select from the recommended Proposed Priority List a qualified applicant to implement the innovative model.

SECTION 5. APPROVED PROJECTS LIST

After the Final Priority List is established, the Commissioner shall recommend and the State Board shall designate projects from that list that it intends to fund for a given Rating Cycle. This will be the Approved Projects List. The number of designated projects for funding will be determined by available resources. Should resources permit, additional projects may be approved by the State Board and they shall be selected from the Final Priority List.

Placement on the Approved Projects List is an acknowledgement that the pupils in the rated facility have a significant need to be housed under improved circumstances. It does not assure replacement of the facility(ies) that received the rating.

If resources do not allow all the projects on the Approved Projects List to be funded, the unfunded projects will be placed at the top of the Approved Projects List of the next Rating Cycle.

SECTION 6. SCHOOL CONSTRUCTION ELIGIBILITY AND APPROVAL PROCESS

1. Adequate Education

In making a determination under 20-A M.R.S.A. §15905(2) as to whether a proposed high school designed for less than 300 pupils will have an “adequate education program,” the State Board of Education shall consider criteria listed below. The Board will obtain information from the Department of Education when available. Other data shall be provided by the applicant school administrative unit. These data shall be submitted to the State Board of Education no later than 60 days after the State Board has designated the project for placement on the Approved Projects List. The State Board may consider such other information as it considers relevant to a given application. Similarly, the applying school administrative unit may submit to the State Board any additional information it deems relevant.

After reviewing these materials, the State Board of Education will determine whether the school administrative unit will have the capacity to provide an adequate education program. The State Board will have 60 days from the receipt of the following data to issue, in writing, its decision and the rationale for that decision.

- A. Faculty Quality - The percentage of faculty holding provisional or professional certification shall be no more than one standard deviation below the State average for schools of 300 or less.
- B. Graduation Rate - Starting with data for the 2008-2009 school year, the State Board shall review the graduation rates for each of the most recent five years; however, the data considered shall not include years prior to the school year 2005-2006. The average for those years shall be no more than one standard deviation below the State average for secondary schools of 300 or fewer students for the same period.
- C. Maine State Evaluation System - For the preceding five years, the percentage of students who fall within the “Does Not Meet the Standard” category shall be no more than one standard deviation greater than the State average for this category for schools of 300 or less.
- D. Fiscal Sustainability - The applicant school administrative unit must demonstrate fiscal capacity to maintain both its facilities and an adequate education program based on data in the following areas:
 - (1) Enrollment Data - History for the last ten years (Department data) and a projection for the next ten years.
 - (2) Budget History - Revenues and expenditures for the last five years and projected budgets for the next five years based on EPS, mill rate, number of students, etc.
 - (3) Income Data and Trends - Household income data for the most recent five-year period for which they are available for all communities to be served.
 - (4) Valuation - Current and previous five-year valuation for the communities involved and any expected changes in the near future (e.g., new industrial complex planned, etc.).

- (5) Operational Costs - Projected operational costs for the proposed facility for each of the next five years using the Department of Education model.
 - (6) Financial Obligations – A report of any projected increase/decrease in major financial obligations and the capacity of the communities to absorb them as anticipated for the next five years.
- E. Comprehensive Education Plan - The applicant unit must demonstrate that it has a Comprehensive Education Plan that meets the criteria and standards established by the Department of Education and the State Board as set forth in Chapter 125 and also relevant sections of Chapter 127, with particular attention to the current and future education programs and recent results in the following aspects of the Comprehensive Education Plan:
- (1) Access for all students to a curriculum that is fully aligned with the Maine Learning Results.
 - (2) A comprehensive program with adequate resources and a component that assists all students in planning for post-secondary education.
 - (3) A comprehensive student support program designed to assist all students in meeting the Maine Learning Results.
 - (4) A technology program that is fully integrated into the curriculum and provides all students with access to computing and other relevant technologies as they emerge.

Any denial of approval by the State Board of Education under these provisions requires a determination that alternative solutions are available. Such alternative solutions must respect distances, time on the bus, and health and safety concerns. In addition, an alternative solution, if it will include major capital school construction, must respect the considerations specified in Section 6, subsection 1, paragraph D, “Fiscal Sustainability,” with particular attention to item (5), “Operational Costs.”

2. Eligibility for State Funding

An analysis of the availability and accessibility of solutions, utilizing space at existing or new facilities in the region, shall be conducted prior to any decision on eligibility for state funding.

- A. Site Approval – All projects must receive Site Approval by the State Board. In order to be considered for Site Approval, each school administrative unit must, at a minimum, have successfully completed a site application. In considering new sites, schools should first refer to the requirements of Chapter 60, which deals specifically with school siting. In instances where additional property is to be acquired, each school administrative unit must have secured an option on said site and have obtained appraisals as outlined in Section 7 paragraph 4 of this Chapter. Prior to Site Approval the school administrative unit shall hold the first of two required public meetings to present the site to the public and to take and record a straw vote. If the State Board approves the recommendation for Site Approval, the Department will issue a Certificate of Site Approval to the school administrative unit. In considering applications for Site Approval the State Board is guided by Chapter 60 of its

rules. Consideration should be given to new facilities in service centers and in-town locations that offer such advantages as fewer students requiring bussing and the easy availability of utilities.

- B. Concept Approval – The State Board will consider Concept Approvals at any of its regularly scheduled meetings based on the recommendations of the Commissioner. Concept Approval will be considered following Site Approval. Prior to consideration by the State Board for Concept Approval, the school administrative unit shall provide to the Department a conceptual presentation of a proposed solution and conduct a second public meeting, prior to the State Board Concept Approval meeting, to present the same information to its public as it will to the State Board. There shall be a straw vote and the results must be reported to the State Board. The proposal shall include a projected preliminary budget that shall be the maximum total allowable budget for the project. The state/local share approved for inclusion for debt service at Concept Approval may not be exceeded without State Board approval and a subsequent local favorable referendum. If the State Board approves the recommendation for Concept Approval, the Department will issue a Certificate of Concept Approval to the school administrative unit.
- C. Approval of Local Voters - Prior to requesting State Board Design and Funding Approval, each school construction project must gain a favorable vote in a local referendum pursuant to 20-A M.R.S.A. §15904.
- D. Design and Funding Approval – The State Board will consider Design and Funding Approval at any of its regularly scheduled meetings based on the recommendation of the Commissioner. If the State Board approves the recommendation for Design and Funding Approval, the Commissioner will issue a Certificate of Design and Funding Approval to the school administrative unit.
- E. Final Funding Approval – Final Funding Approval by the Commissioner will occur after contract bidding. All school administrative units shall comply with Section 11 of this Chapter. The Commissioner or the Commissioner’s designee will establish a Final Project Budget at the time of Final Funding Approval. The Commissioner will issue a Final Funding Approval letter.
- F. Time Limitations - The following time limitations apply to all Major Capital School Construction projects.
 - (1) Every project placed on the Approved Projects List will be assigned a calendar year within which Concept Approval shall be obtained. Failure to obtain Concept Approval within the designated year shall result in removal from the Approved Projects List unless a waiver is obtained from the State Board at least 30 days prior to the expiration of the school administrative unit’s assigned year. To be considered for a waiver, the school administrative unit must present to the State Board a proposed timetable and plan for obtaining Concept Approval. Approval by the State Board of the proposed timetable shall constitute a waiver.

- (2) Within six months after the date of State Board Concept Approval, a project must secure a favorable local referendum vote. Projects not receiving a favorable local referendum vote within six months of Concept Approval will be removed from the Approved Projects List.
 - (3) Within nine months of a favorable local referendum vote, a project shall be presented to the State Board for Design and Funding Approval.
 - (4) Within nine months of State Board Design and Funding Approval, a construction contract shall be signed.
 - (5) In cases when the school administrative unit's referendum includes the provision for Interest-Only Local Interim Financing and the referendum fails, the school administrative unit shall return to the State Board for Concept Approval on the schedule originally assigned to it, and the provisions of paragraph F(1)-(4) of this section shall apply.
- G. Building Standards - All school construction projects involving state funds in the construction of new facilities, additions to existing buildings, or major alterations of existing buildings shall be designed and constructed with materials that provide long-term durability, meet energy efficiency standards as defined in 5 M.R.S.A. §§1762-1769, and Bureau of General Services Rule Chapter 60, and go through the stages of State Board approval outlined in this section.

All construction shall conform to conservation standards as specified by the Department of Education School Facilities Team.
- H. Construction Change Order Requests – All owner-initiated change orders require prior approval from the Bureau of General Services and the Department. Errors and omissions changes require approval from both of the above. An exception in the case of errors and omissions is permitted when the proposed change(s) does not alter the design or engineering of the building or its systems.

SECTION 7. SITE SELECTION

To receive Site Approval by the State Board a site must conform to the following requirements:

1. Site Requirements

School building sites shall have sufficient usable land to provide for the following:

- A. Such structures as are needed for the education program and any necessary adjunct services such as a well or septic system,
- B. Safe access for vehicles and pedestrians including appropriate separation of private vehicles, school buses and service and delivery vehicles,
- C. Reasonable future additions to the project,
- D. Appropriate recreation areas and playing fields, and
- E. Sufficient parking for staff, visitors and reasonable continuing community use.

Site requirements may be met by adding together non-contiguous parcels of land when those parcels safely support the educational programs of the school.

2. Maximum State-Subsidized Site Size

- A. Maximum reimbursable site size for elementary schools is defined as 20 acres plus one (1) acre for each 100 students.
- B. Maximum reimbursable site size for middle schools (any combination of two (2) or more grades (5 through 8)) is 25 acres plus one (1) acre for each 100 students.
- C. Maximum reimbursable site size for secondary schools is defined as 30 acres plus one (1) acre for each 100 students.
- D. Maximum site size for other grade configurations shall be based on the highest grade level included in the project.

3. Location

- A. The selection of sites for new school facilities shall be in compliance with the provision of 30-A M.R.S.A. Chapter 187, subchapter II, and any local ordinances governing the location of school buildings. 30-A M.R.S.A. Chapter 187, subchapter II, also known as the Municipal Growth Management Law, includes provisions for municipal development and administration of local comprehensive plans. Applications for school construction projects shall include reference to and assurance of compliance with local comprehensive plans, when they exist.
- B. Site Investigation - A school administrative unit shall conduct a Department of Environmental Protection Phase I Environmental Assessment of the prior uses of the proposed site and take appropriate action.

- C. Consideration should be given to providing the minimum travel distance for the maximum number of students.

4. School Site Appraisal

A. Appraised Value –

- (1) Applications for approval of school building sites must be accompanied by an option to purchase the land and two certified appraisals based on similar recent purchases. The average of the two appraisals is defined by the State Board as the "appraised value." If the lower of the two appraisals varies from the higher by more than 25 percent of the lower appraisal, a third appraisal must be secured and the average of the three appraisals will become the appraised value.
- (2) When information on similar recent purchases is not available, other methods of determining value may be used with the approval of the Commissioner.

- B. Cost Limitation – The maximum amount eligible to be included in the state funding of school construction projects shall be the appraised value of each school site, up to the maximum approved site size.

- C. Title – A school administrative unit must demonstrate to the State that the unit can obtain a clear title to the property without encumbrances.

5. Funding Restrictions

- A. The cost of land acquired for a Major Capital School Construction project to the extent that it exceeds the maximum site size shall be entirely at the school administrative unit's expense and shall not be eligible for state subsidy. State subsidy will only apply to purchase properties and shall be at the rate of the average cost per acre for the entire site.
- B. Sites acquired prior to receiving State Board Site Approval will not be eligible for state subsidy except under all the following circumstances:
 - (1) the school administrative unit is placed on the Approved Projects List; and
 - (2) the site receives State Board Site Approval; and
 - (3) the cost that is eligible for subsidy shall be either the purchase price of the site, or the current appraised value as determined by the procedure detailed in paragraph 4-A of this section, whichever is less.

6. Approval by State Board

The final decision on school Site Approval rests solely with the State Board of Education, which shall be guided by the requirements of State Board Rules Chapter 60, New School Siting Approval.

SECTION 8. CONCEPT APPROVAL

Each school administrative unit developing a construction or renovation project shall complete the work required by the Education Specifications: Designing Maine's Schools for Tomorrow's Students.

1. Educational Specifications

The Educational Specifications are to be used by the school administrative unit, the Bureau of General Services, designers, and the Department in developing the plans and specifications for the proposed project.

2. Space Allocation Workbook

Each school administrative unit shall submit a Space Allocation Workbook in a format acceptable to the Department. This workbook shall be based on the guidelines provided by the Department and periodically reviewed by the State Board. The Space Allocation Workbook shall guide the school administrative unit, the designer, and the Department in determining the appropriate size of the new or renovated facility. For purposes of determining square footage of a facility, tuition students shall be considered as resident students; provided a long-term tuition contract exists.

3. Community Use of School Facilities and Percent for Art

A. Consistent with the provisions of 20-A M.R.S.A. §15911 the State Board encourages the public use of school facilities insofar as that use is compatible with regular school use.

B. The State Board encourages the inclusion of works of art as provided in the Percent For Art statute. Up to one percent of the construction cost or the maximum as defined in 27 M.R.S.A., §§ 451-459, whichever is less, may be included in the project budget. All costs of building modifications, structural support or blocking, electrical power and installation are to be borne by the Percent for Art budget.

4. All planning for the construction of a new school or for a substantially renovated school that is built, in whole or in part, with State funds including schools funded through State bonds or the Maine Municipal Bond Bank must demonstrate, in accordance with 20-A MRSA §15908-A, consideration of the most energy efficient and environmentally efficient design suitable for the project by:

A. Considering architectural designs and energy systems that show the greatest net benefit over the life of the building by minimizing long-term energy and operating costs;

B. Including an energy use target that exceeds by at least 20% the energy efficiency standards contained in Title 10, §1415-D; and

C. Including a life-cycle cost analysis that explicitly considers costs and benefits over a minimum of 30 years and that explicitly includes the public health and environmental benefits associated with energy-efficient building design and construction to the extent these benefits can be reasonably quantified.

The life-cycle cost analysis should be combined with the Life Cycle Analysis required by Section 9, subsection 3 of these rules.

5. A school unit proposing to renovate a school that is on the Register of Historic Places or is eligible for nomination to the Register as defined in 20-A MRSA §15908, 4, A, may receive a waiver of the energy requirements of this section if the school unit can demonstrate that it can meet two of the three provisions in 20-A MRSA §15908, 4, A (1), (2), and (3). Waivers are granted by the State Board of Education in consultation with the Public Utilities Commission and the Director of the State Historic Preservation Commission. The local school authority must demonstrate that the renovation of the historic school building would not compromise the public health and safety requirements of this chapter.

SECTION 9. DESIGN AND FUNDING APPROVAL

Each school administrative unit developing a construction or renovation project shall provide the following information to the Department.

1. Proposed Building Technology Plan

A school administrative unit shall provide a written Technology Plan for the building to the Department prior to design development review.

2. Facility Maintenance Plan

The State Board requires a school administrative unit applying for state funds for a school construction project to establish a facility maintenance plan for the projected life cycle of the proposed school building. Facility Maintenance Plans shall comply with:

20-A M.R.S.A. Chapter 201, §4001, sub-§1 and sub-§7;
 20-A M.R.S.A. Chapter 609, §15901, sub-§2;
 20-A M.R.S.A. Chapter 609, §15905, sub-§6; and
 20-A M.R.S.A. Chapter 609, §15918.

3. Life Cycle Analysis is an analysis of energy related alternatives with the objective of selecting the most cost-effective building systems for the project relating to initial cost, maintenance cost, and the expected life of the system.

Life Cycle Analysis is defined in Title 5 M.R.S.A. §§1762 and 1764. The methodology for compliance is specified in the “Life Cycle Analysis” manual that has been published by the Bureau of General Services and the process is further explained in “Instructions to Architects/Engineers for Development of Life Cycle and Related Energy” (7-15-1985) which was also developed by the Bureau of General Services.

4. Construction Estimates

Prior to Concept Approval, the architect shall prepare and provide to the Department of Education and the Bureau of General Services an estimate of the cost of the proposed facility. A second estimate, prepared by a party satisfactory to the Team, shall be submitted to the Department of Education and the Bureau of General Services prior to Design and Funding Approval. The estimates will guide the owner, the architect, and the Department in the decision to go forward or reconsider elements of the design.

5. Commissioning

Commissioning will be supported with state/local monies when authorized, based on an acceptable third-party proposal.

6. Team Review

A review with the Team is required when the plans and specifications are at approximately 95% completion.

SECTION 10. FINAL FUNDING APPROVAL

1. Final Funding Approval

Final Funding Approval by the Commissioner establishes the Project Budget and takes place after construction bids have been received. At that time the Commissioner may reduce the budget to finance the project, thus providing additional funds for other projects. Expenditures from each line item shall not exceed the amount of that line item except as approved by the Department and the Bureau of General Services. The Commissioner's Final Funding Approval letter will also specify the date of the bond sale for the project and the length of the bonding period.

2. Approval of Contingency Usage

The bid and project contingency funds of each project budget may not be committed except with the approval of the Department following receipt of a recommendation from the Bureau of General Services. An exception to this provision is found in Section 6.H. of these Rules.

3. Line Item Surplus

When a line item of the Project Budget has surplus funds after all obligations have been met, the school administrative unit may not expend the surplus without the approval of the Department.

4. Moveable Equipment

A. Budget Requirements: Moveable equipment costs will generally constitute 9% of the building construction costs in a project budget. This percentage may be modified by the State Board upon recommendation of the Department. This budget may be adjusted by the Commissioner at the time of Final Funding Approval.

B. Submission of Moveable Equipment List: A Moveable Equipment List for the project shall be developed by the school administrative unit and submitted to the Department within twelve (12) months of the signing of the construction contract. Items on the school administrative unit's Moveable Equipment List must be approved by the Department, and a copy of the approved list must be maintained by the Department.

Should the school administrative unit wish to purchase an item or items not on its approved Moveable Equipment List maintained by the Department, the school administrative unit shall submit a written request for permission to purchase the item or items. The Department shall approve or deny the request in a timely manner and notify the school administrative unit of its decision.

The cost of moveable equipment purchased that neither appears on the school administrative unit's approved Moveable Equipment List nor has received special permission to be purchased shall be a local expense.

5. Monthly Budget Tracking

The school administrative unit must track the monthly expenditures of the project using the format provided by the Department or one approved by the Department.

SECTION 11. FINANCING SCHOOL CONSTRUCTION

1. All school construction project funds (both State and Local) shall be deposited in a newly established school construction interest-bearing account with unused proceeds remaining invested at all times. School construction project funds maintained in bank and investment accounts shall not be commingled with non-project funds of the school administrative unit.
2. Accurate records shall be maintained of all fiscal transactions and activities relative to the construction project involving but not limited to cash receipts, expenditures, short-term borrowing and investments of bond proceeds (particularly the dates and rate of interest), and other related project documents. All parties must maintain all fiscal records for which they are responsible. Parties that may be directly involved with maintaining fiscal records are municipal officials, the municipal finance director or town treasurer, the superintendent of schools, or the school department business manager or bookkeeper. All project-related financial records shall remain in a secure and accessible location until the final audit is conducted.
3. State Funds
 - A. The Department shall include the appropriate amount of debt service principal and interest in a school administrative unit's debt service allocation.
 - B. Non-conforming schools shall be penalized 10% of the total State/Local funding.
4. Filing of the EF-B-55 Report
 - A. An EF-B-55 report, *Final Financial Report – School Construction* to be supplied by the Department shall be filed within six (6) months of initial occupancy of a completed building. Additional time may be granted at the discretion of the Commissioner if unforeseen circumstances exist. Additional time shall be requested in writing and the request shall include an estimated completion date of the report.
 - B. An EF-B-55A addendum report to the EF-B-55 final report shall be submitted following an interim audit. An interim audit can result when a school administrative unit requests an interim audit, the Department requests an interim audit to determine the interest earned on the investment of project funds due to the State as of the date of the audit, or when the project is found not to be completed when a final audit is conducted.
5. Temporary Borrowing or Bond Anticipation Notes (BAN)

Temporary borrowing prior to the issuance of bonds shall be accomplished as follows:

 - A. On a written, competitive basis at the lowest interest rate available, or by a method approved in writing by the Commissioner.
 - B. A school administrative unit may borrow up to the estimated amount necessary to finance start-up costs until bonds are sold in accordance with the bond sale date provided in the Final Funding Approval letter issued by the Commissioner, with the understanding that unused note proceeds shall be kept invested in accordance with paragraph 6A of this Section.

6. Investment of Project Funds

- A. Unused portions of note proceeds, bond proceeds, and any interest earned thereon, shall be kept invested at all times. If the audit reveals that project funds were not deposited in an interest-bearing account(s) and unused proceeds did not remain invested, the Department will prepare a cash flow analysis at the time of final audit to determine the estimated amount of interest that would have been earned had funds been invested. The school administrative unit will be required to pay the Department the amount of estimated interest that would have been earned had project funds been invested. Project funds shall be invested at all times in accordance with 30-A M.R.S.A. §5706 and §5711.
- B. Interest income from investment of project funds and interest costs of temporary borrowing shall be determined at the time of the final audit of the project by the Department.

School administrative units are required to calculate the amount of arbitrage rebate that is currently due or estimated to be due to the Internal Revenue Service attributable to the investment of project funds prior to the final audit of the project by the Department. When a school administrative unit selects the “two-year expenditure exception to rebate option,” the amount of interest reinvested in the construction project will be deducted from the amount of project costs to be subsidized.

- (1) School administrative units are required to return the interest income earned from investment of project funds to the Department in accordance with Section 13, *Project Audits*, except when the two-year expenditure exception to rebate option has been selected pursuant to paragraph B above. Interest earned on project funds held in a school administrative unit’s investment account(s) shall be returned to the Department upon completion of the audit by the Department.

Interest (determined by the Department) will be charged in cases where delayed or staggered payments of final settlement due the State are made beyond the time specified in the final audit summary.

- (2) A school administrative unit shall include in the Concept Approval budget, as a local expense, any anticipated interest cost of temporary borrowing that exceeds anticipated interest income.
- (3) The school administrative unit shall set a project initiation date subject to the approval of the Department of Education.
- (4) In the event the interest cost of temporary borrowing exceeds the interest income, a detailed accounting of investments and costs shall be prepared by Department audit staff at the time of the final audit. Any interest cost of temporary borrowing that exceeds interest income shall be the responsibility of the school administrative unit. In exceptional circumstances and upon approval of the Commissioner, the net interest cost of temporary borrowing may be included in the administrative unit’s
 - a. state/local allocation as a debt service cost, or
 - b. as an adjustment to the monthly subsidy payment(s).

- (5) If a school administrative unit initiates its project prior to the initiation date established by the Department, then, for the period of time between the start of construction and the Department's established initiation date, the school administrative unit shall be responsible for temporary borrowing costs to the extent that they exceed the interest earned on investment of project funds. This item shall be shown in the "local only" column of the project budget.

- C. Interest earned as a result of the investment of insurance proceeds and gifts or federal funds available to the project may be retained by the school administrative unit and used for school purposes only. Interest earned on the local-only share determined at the time of the final audit may be retained by the school administrative unit and used for school purposes only. Interest earned between the time of audit and payment of the final settlement to the Department may be retained by the school administrative unit and used for school purposes only. Estimated interest lost because of the use of non-project local funds for incidental start-up costs, following placement of the project on the Approved Projects List and prior to receipt of temporary borrowing proceeds, will be determined by the Department at the time of the final audit of the project. The amount of interest lost will be deducted from interest earned on the investment of project funds and may be retained by the school administrative unit and used for school purposes only. This does not apply to projects during the period of interest-only interim local financing as defined in 20-A M.R.S.A. §15905(7).

7. Disposition of Unused Bond Proceeds

- A. Within thirty (30) days, and upon agreement to the final audit, excess, unexpended, and unneeded bond proceeds identified after final close out of the school administrative unit's project shall be deposited in a segregated, interest-bearing escrow account.
- B. A school administrative unit shall use all excess bond proceeds after final audit, and any accrued interest earned that is not subject to arbitrage rebate under the Internal Revenue Code, to pay down the debt service costs on subsidized school construction bonds.
- C. Within thirty (30) days, and upon agreement to the final audit and deposit of all unused bond proceeds in a segregated, interest-bearing escrow account, a school administrative unit shall inform the Department's Management Information Systems Team of the amount deposited in the account, the date that net proceeds from the account can first be used to pay down debt service costs, and an estimate of the amount of funds (principal and interest) in the account that is expected on that date.
- D. Unused bond proceeds of \$5,000 (five thousand dollars) or less are considered *de minimis* amounts and will not result in a reduction of the debt service subsidy. School administrative units shall consult with their bond counsel to determine how *de minimis* unused bond proceeds may be invested and when the funds may be expended for debt service under Federal tax laws and bondholder agreements.

8. Budget Overruns

School construction budget overruns shall be the financial responsibility of the school administrative unit and will be reported at the time of final audit.

9. Interest-Only Interim Local Financing

- A. The State Board may accelerate the dates on which it grants Concept Approval and funding approval for a school construction project that has been placed on the Approved Projects List of the State Board, on the condition that the school administrative unit provides interest-only interim local financing for the project. The period of interest-only interim local financing must be determined by the State Board at the time Concept Approval is granted for a project and must be based on the time difference between the date that final funding approval is expected to be granted on an accelerated basis and the date that final funding approval would have been expected to be granted in the normal course. Interest-only interim local financing shall be in accordance with 20-A M.R.S.A. §15905(7).
- B. Estimated interest lost because of the use of the state-qualified portion of project proceeds for temporary borrowing costs during the period of interim local financing will be determined by the Department at the time of the final audit of the project. The amount of interest lost will be added to the amount of net interest due at the time of final audit.

SECTION 12. BONDING OF MAJOR CAPITAL SCHOOL CONSTRUCTION PROJECTS

Bonds for Major Capital School Construction projects shall be sold after favorable local referendum vote on a schedule approved by the Department that accommodates the approved debt service limit as established by the Legislature.

1. The Commissioner shall be guided by the following table in determining the length of school construction bonding issues:
 - A. Bond issues of \$750,000 and under - 5 years
 - B. Bond issues of \$750,001 to \$1,500,000 - 10 years
 - C. Bond issues of \$1,500,001 to \$2,500,000 - 15 years
 - D. Bond issues in excess of \$2,500,000 - 20 years
2. Sale of Bonds
 - A. The sale of bonds shall be consistent with Section 12 of this Chapter and bonds shall be sold by the bond sale date specified in the Final Funding Approval letter issued by the Commissioner.
 - B. Proceeds of the bond sale shall be used immediately to pay principal and interest costs due to temporary borrowing or BAN.
3. The Final Funding Approval Letter issued by the Commissioner shall specify the length of the bonding period.
4. Bonds may be sold only in accordance with the dates specified in the Final Funding Approval letter issued by the Commissioner. All notices of bond sale must contain the following stipulations:
 - A. Bidders must state the rate or rates of interest per annum that the several maturities of the bonds are to bear. The interest on any one bond shall be at one rate only and no rate of interest for single maturity of the bonds may exceed the rate of interest for any other maturity of the bonds by more than 4 percentage points per annum. All bonds maturing in any one year must carry the same interest rate and each interest period shall be represented by one interest rate. Bids that include split or supplemental interest rates will not be considered.
 - B. The principal pay down of the respective loan shall be structured in a manner that the principal repayments are level to the extent that such structure complies with industry standards.
 - C. Bonds sold during the fall (Fall Sale) of the first half of the fiscal year beginning July through December (i.e., last six calendar months) have respective first interest payments in the second half of the fiscal period from January through June (i.e., first six calendar months of the next calendar year), with principal and interest payments to commence in the following fiscal year's first half (i.e., the last six calendar months of the next year), and with subsequent interest and principal payments to follow each six months and twelve months respectively, until bonds mature.

Note - Example of Fall Sale: bonds are sold in November 2002 – first State debt service payment will be interest only occurring in May 2003 (six months after the sale of bonds), second State debt service payment will be interest plus principal occurring in November 2003 (twelve months after the sale of bonds), with payments of interest occurring each May and principal and interest occurring each November thereafter until bonds mature;

- D. Bonds sold during the spring (Spring Sale) of the second half of the fiscal year beginning January through June (i.e., first six calendar months), have respective first interest payments in the first half of the following fiscal period from July through December (i.e., second six calendar months of that calendar year), with the following interest payment to be made in the subsequent second half of the fiscal year from January through June (i.e., the first six calendar months of the following calendar year), with principal and interest payments to commence in the following fiscal year's first half from July through December (i.e., the last six calendar months of the following calendar year), and with subsequent interest and principal payments to follow each six months and twelve months respectively, until bonds mature.

Note - Example of Spring Sale: bonds are sold in May 2002 – first State debt service payment will be interest only occurring in November 2002 (six months after the sale of bonds), second State debt service payment will be interest only occurring in May 2003 (twelve months after the sale of bonds), and third State debt service payment will be interest plus principal occurring November 2003 (eighteen months after the sale of bonds) with payments of interest occurring each May and principal and interest occurring each November thereafter until bonds mature.

SECTION 13. PROJECT AUDITS

1. The Department may conduct interim audits of uncompleted school construction projects in order to determine the interest earned on the investment of project funds due the State as of the date of the audit. The amount determined as partial settlement shall be submitted to the Department, made payable to the Treasurer of the State of Maine, and indicate that the payment is in partial settlement of the uncompleted school construction project.
2. All school construction projects will be subject to audit by the Department before a final settlement is established. The amount of the final settlement, if any, will be submitted to the Department made payable to the Treasurer of the State of Maine, and indicate the payment is in final settlement of the school construction project. No further purchases from the construction account will be allowed once the final audit has been conducted, except upon written approval by the Commissioner.

SECTION 14. NON-STATE FUNDED PROJECTS

Pursuant to 20-A M.R.S.A. §15905-A, school administrative units must obtain the approval of the Commissioner for non-state funded projects.

SECTION 15. INTEGRATED, CONSOLIDATED 9-16 EDUCATIONAL FACILITY

Except where language in this section specifies to the contrary, all provisions of Chapter 61, “Rules for Major Capital School Construction Projects,” are applicable to projects authorized under Section 15.

1. A Major Capital School Construction Project for an Integrated, consolidated 9-16 Educational Facility shall articulate the following criteria:
 - A. Facility will consolidate and integrate secondary and post-secondary education for:
 - A regional high school
 - A fully integrated career and technical education high school
 - A higher education center that will provide courses and degrees or licensure and certification from both the University of Maine System and the Maine Community College System; and
 - Industry training leading to recognized licensure and certification.
 - B. Facility will promote ‘one campus’ design and each of the four components listed in subsection 1(a) above, must have a physical presence on the campus and use facilities on that campus to deliver courses; each of the four components must also offer teacher and student interaction that is not separated in space, or space and time as characterizes distance learning, although the Internet, videoconferencing and other technology employed in distance learning may be used to complement or expand offerings. Courses may be provided using the Internet, videoconferencing and other technology employed in distance learning to complement real-time, shared-space learning.
 - C. Administration of the four educational programs will be consolidated, whenever possible.
 - D. Long-term sustainability and cost reductions resulting from either consolidation and/or integration of programs over a ten year period will be explained.
 - E. Implementation of an advisory body that is integrated with the local economy, includes students, citizens, business leaders, teachers, parents and organizations to promote both employment opportunities for students and citizens and a skilled workforce optimal for economic development.
2. Rating Sheet for Consolidated, Integrated 9-16 School

For schools applying for a major capital construction project under Section 15 of Chapter 61, this rating sheet shall be substituted for Section 3.

- A. Required elements articulated in Resolve, Chapter 223 [60 points]. All elements in Part A need to be met. To be eligible for further consideration, all applications must include the following:
 - (1) Approved minutes and other documents indicating that the governing bodies of at least two high schools or a regional high school together with a CTE school (center/region) have committed to participate in the proposed school.
 - (2) Documentation as to the form of governance for the proposed school, including indication of the fiscally responsible entity.

- (3) Evidence of a commitment by the University of Maine System, or a unit thereof to offer courses and degrees to students attending the proposed facility.
 - (4) Evidence of a commitment by the Community College System, or a unit thereof, to offer courses and degrees to students attending the proposed facility.
 - (5) Evidence of commitments by appropriate community businesses or business organizations to provide industry-specific training to students attending the proposed facility.
 - (6) Names and organization constituency for the Advisory body.
- B. Describe the integrated mission and goals and the long range plan for the implementation of an integrated, consolidated 9-16 educational facility (30 Points)
- C. Integration of Programs (50 Points)
- (1) Describe the way and extent to which the programs offered to traditional, college-bound students will be integrated with the programs focused on career and technical education. (*Integration requires more than opening courses and programs to cross registration.*)
 - (2) Describe and detail the programs to be offered in the regional high school.
 - (3) Describe the specific approaches to be used to assure that all students will be able to meet the Maine Learning Results.
 - (4) List the strategies and approaches to be used to ensure that the higher education courses and programs are offered in facilities located on one site, providing a streamlined and integrated learning experience for students of all ages.
 - (5) Detail the industry-specific training to be offered to students at the proposed facility by business organizations. Describe the organization(s) that will offer the training.
- D. Professional Training (20 Points)
- Describe approaches and methods to be used to assist all faculty in carrying out the mission and goals of an integrated and consolidated educational facility
- E. Administration of Proposed Facility (40 Points)
1. Describe the way in which the administrations of the regional high school, career and technical high school, higher education programs, and industry training center will be integrated.
 2. Detail the cost savings anticipated as a result of the integrated administration.

Implementation of the innovative models would occur only with a specific increases in the debt service to create a pool available funds for the innovative model based on the criteria in Section 15 of this rule.

STATUTORY AUTHORITY: 20-A M.R.S.A. §3
20-A M.R.S.A. §405(3)(J)
20-A M.R.S.A. §15905, sub-§4
P.L. 2001, c. 439, Part 0000, §0000-3
P.L. 2007, c. 240, Part MM, Chapter 103-A
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